



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 10261192  
SAU: Brunswick School Department  
School: Hawthorne School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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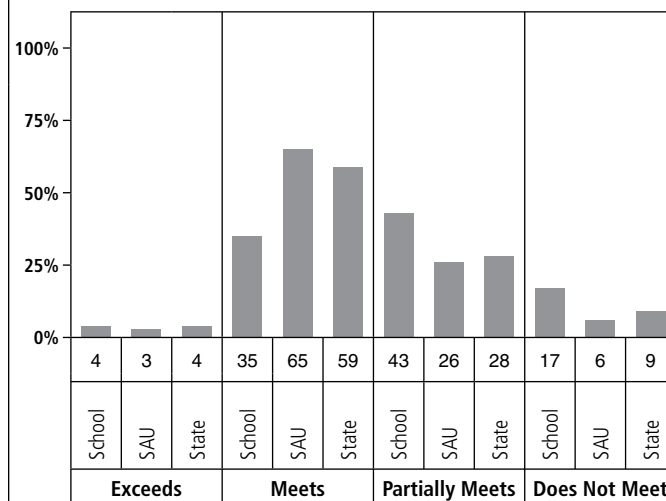
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: Brunswick School Department  
School: Hawthorne School

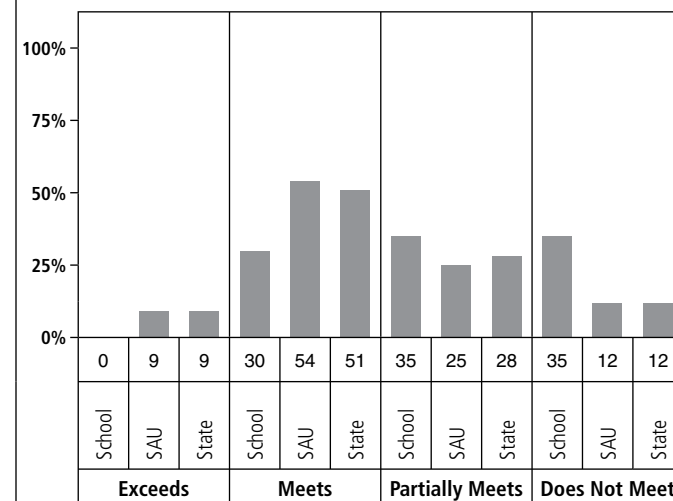
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	439	444	444
2006–2007	443	445	445
<b>2007–2008</b>	<b>440</b>	<b>445</b>	<b>445</b>
Cum. Avg. *	440	445	445
<b>Mathematics</b>			
2005–2006	439	446	444
2006–2007	441	446	445
<b>2007–2008</b>	<b>435</b>	<b>446</b>	<b>445</b>
Cum. Avg. *	438	446	445
<b>Science &amp; Technology</b>			
2005–2006	433	443	444
2006–2007	442	445	444
<b>2007–2008</b>	<b>436</b>	<b>443</b>	<b>444</b>
Cum. Avg. *	436	444	444

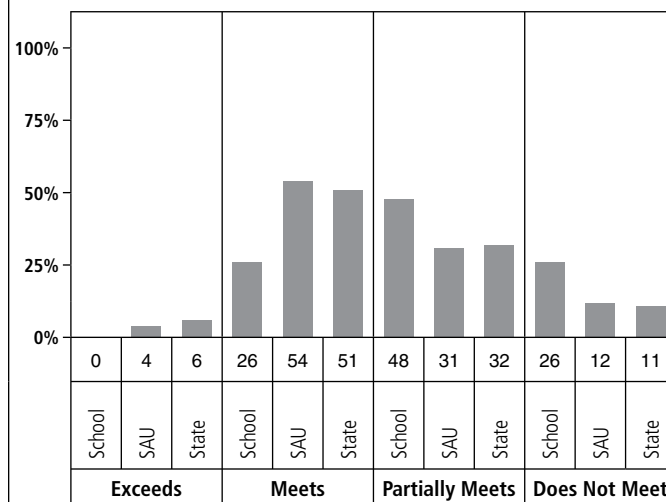
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: Brunswick School Department  
 School: Hawthorne School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																									
							ELA-Reading						Mathematics						Science and Technology													
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Total number of students	25	100	217	100	14207	100	25	100	217	100	14181	100	25	100	217	100	14123	100	25	100	217	100	14115	99								
Ethnicity	African American/Black						0	0	11	100	388	99	0	0	11	100	388	99	0	0	11	100	386	99								
	American Indian or Native Alaskan						1	4	3	1	101	1	1	100	3	100	101	100	1	100	3	100	101	100								
	Asian or Pacific Islander						0	0	9	100	259	98	0	0	9	100	262	100	0	0	9	100	262	100								
	Hispanic						0	0	12	100	168	99	0	0	12	100	166	98	0	0	12	100	166	98								
	Caucasian/White						24	96	182	84	13282	93	24	100	182	100	13264	100	24	100	182	100	13205	100	24	100	182	100	13199	99		
	Not Reported						0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100								
Identified disability	8	32	34	16	2524	18	8	100	34	100	2514	100	8	100	34	100	2498	99	8	100	34	100	2494	99								
Current LEP	0	0	8	4	385	3	0	0	8	100	377	98	0	0	8	100	383	99	0	0	8	100	380	99								
Economically disadvantaged	15	60	71	33	5587	39	15	100	71	100	5569	100	15	100	71	100	5538	99	15	100	71	100	5534	99								
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100								

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	17	68	164	76	10755	76	17	68	160	74	10730	76	17	68	164	76	10776	76						
Identified disability (PET/IEP)	0	0	3	2	375	3	0	0	3	2	374	3	0	0	3	2	384	4						
LEP	0	0	1	1	148	1	0	0	1	1	148	1	0	0	1	1	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	6	24	49	23	3298	23	6	24	53	24	3267	23	6	24	49	23	3215	23						
Identified disability (PET/IEP)	6	100	27	55	2013	61	6	100	27	51	1998	61	6	100	27	55	1986	62						
LEP	0	0	7	14	225	7	0	0	7	13	233	7	0	0	7	14	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	18	37	1046	32	0	0	22	42	1023	31	0	0	18	37	987	31						
Participation through alternate assessment (PAAP)	2	8	4	2	126	1	2	8	4	2	126	1	2	8	4	2	124	1						
Identified disability (PET/IEP)	2	100	4	100	126	100	2	100	4	100	126	100	2	100	4	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Brunswick School Department  
School: Hawthorne School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	10	4	601	4
	2006-2007	1	6	10	4	507	4
	<b>2007-2008</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>559</b>	<b>4</b>
	Cum. Total*	2	3	27	4	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	15	54	136	56	7910	57
	2006-2007	11	61	173	67	8749	63
	<b>2007-2008</b>	<b>8</b>	<b>35</b>	<b>138</b>	<b>65</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	34	49	447	63	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	4	14	71	29	3970	29
	2006-2007	2	11	52	20	3467	25
	<b>2007-2008</b>	<b>10</b>	<b>43</b>	<b>55</b>	<b>26</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	16	23	178	25	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	9	32	24	10	1421	10
	2006-2007	4	22	25	10	1165	8
	<b>2007-2008</b>	<b>4</b>	<b>17</b>	<b>13</b>	<b>6</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	17	25	62	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	26.3	54.8	30.3	63.1	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	13.0	54.2	15.6	65.0	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.3	55.4	14.7	61.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Brunswick School Department  
 School: Hawthorne School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	1	4	8	35	10	43	4	17	440	213	3	65	26	6	445	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										11	0	55	45	0	441	384	1	36	35	28	438
American Indian or Native Alaskan	1										3					441	101	1	46	44	10	442
Asian or Pacific Islander	0										9	22	33	44	0	449	259	6	61	22	11	445
Hispanic	0										12	0	67	25	8	444	164	0	45	38	16	440
Caucasian/White	22	1	5	8	36	9	41	4	18	440	178	3	67	24	7	445	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	0	0	4	67	2	33	430	30	3	20	50	27	435	2388	0	29	44	26	437
No	17	1	6	8	47	6	35	2	12	444	183	3	72	22	3	447	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										8	0	50	38	13	440	373	1	32	35	32	436
No	23	1	4	8	35	10	43	4	17	440	205	3	65	25	6	445	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	13	0	0	4	31	5	38	4	31	437	67	0	46	42	12	441	5502	1	47	37	14	441
No	10	1	10	4	40	5	50	0	0	444	146	5	73	18	3	447	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	23	1	4	8	35	10	43	4	17	440	213	3	65	26	6	445	14048	4	59	28	9	445
<b>Gender</b>																						
Female	15	1	7	5	33	7	47	2	13	441	119	4	62	29	4	445	6959	5	61	26	8	446
Male	8	0	0	3	38	3	38	2	25	439	94	2	68	21	9	445	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										3						1890	0	37	46	17	439
No	23	1	4	8	35	10	43	4	17	440	210	3	65	26	6	445	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	23	1	4	8	35	10	43	4	17	440	213	3	65	26	6	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: Brunswick School Department  
 School: Hawthorne School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	1	50	1	50	0	0	444	3	0	67	33	0	445	5	1	42	36	21	440
B. less than one hour	73	0	0	7	44	5	31	4	25	438	75	3	64	26	7	445	74	4	62	27	7	445
C. one to two hours	18	1	25	0	0	3	75	0	0	446	21	4	71	22	2	446	18	5	59	29	7	446
D. more than two hours	0										1	0	0	50	50	432	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	14	0	0	0	0	2	67	1	33	437	27	2	68	19	11	446	30	6	63	24	7	446
B. They match some of what I have learned.	55	1	8	6	50	5	42	0	0	447	52	5	70	23	2	447	52	4	63	27	6	446
C. They match just a little of what I have learned.	18	0	0	1	25	2	50	1	25	436	14	0	50	40	10	442	12	2	46	37	15	441
D. There is no match.	14	0	0	1	33	0	0	2	67	424	7	0	43	43	14	438	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	41	1	11	5	56	3	33	0	0	448	43	5	78	14	2	449	35	7	66	20	6	448
B. good	50	0	0	3	27	5	45	3	27	435	43	1	62	32	5	444	51	3	60	29	7	445
C. fair	5	0	0	0	0	0	0	1	100	430	11	4	48	30	17	441	12	1	44	40	16	440
D. poor	5	0	0	0	0	1	100	0	0	436	3	0	0	71	29	432	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	27	0	0	0	0	3	50	3	50	430	18	0	43	35	22	440	19	2	46	34	17	442
B. about the same as my regular schoolwork	50	1	9	4	36	5	45	1	9	444	59	6	67	26	2	447	62	5	64	26	5	446
C. easier than my regular schoolwork	23	0	0	4	80	1	20	0	0	445	23	0	78	16	6	445	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	14	0	0	0	0	2	67	1	33	425	8	0	29	41	29	434	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	45	1	10	3	30	4	40	2	20	441	51	2	64	28	6	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	41	0	0	5	56	3	33	1	11	444	41	5	74	20	2	448	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	9	0	0	2	100	0	0	0	0	449	17	0	81	17	3	447	18	7	64	22	7	447
B. 20 minutes to an hour	68	1	7	6	40	6	40	2	13	440	59	5	67	24	4	446	55	4	64	26	6	446
C. less than 20 minutes	18	0	0	0	0	3	75	1	25	437	14	3	41	38	17	441	14	2	53	33	12	443
D. I rarely read at home.	5	0	0	0	0	0	0	1	100	430	10	0	57	33	10	441	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	48	0	0	4	40	2	20	4	40	435	28	3	55	22	19	442	23	3	50	34	13	442
B. six to ten pages	19	0	0	3	75	1	25	0	0	448	21	0	70	27	2	446	25	3	60	29	8	444
C. eleven or more pages	33	1	14	1	14	5	71	0	0	443	51	5	69	25	1	447	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										25	0	100	0	0	442						
B.	0										25	0	0	100	0	436						
C.	0										25	0	0	100	0	440						
D.	0										25	0	100	0	0	448						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Brunswick School Department  
School: Hawthorne School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	1	4	27	11	1294	9
	2006-2007	1	6	22	8	1054	8
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>9</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	2	3	69	10	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	13	46	133	55	7000	50
	2006-2007	9	50	148	57	7394	53
	<b>2007-2008</b>	<b>7</b>	<b>30</b>	<b>115</b>	<b>54</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	29	42	396	55	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	7	25	42	17	3784	27
	2006-2007	4	22	59	23	3729	27
	<b>2007-2008</b>	<b>8</b>	<b>35</b>	<b>53</b>	<b>25</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	19	28	154	22	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	25	39	16	1894	14
	2006-2007	4	22	31	12	1735	12
	<b>2007-2008</b>	<b>8</b>	<b>35</b>	<b>25</b>	<b>12</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	19	28	95	13	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.1	54.0	9.9	66.0	9.5	63.3
Cluster 2: Shape and Size	14	29	6.8	48.6	9.1	65.0	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	2.2	44.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	14	29	8.4	60.0	9.6	68.6	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Brunswick School Department  
 School: Hawthorne School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	0	0	7	30	8	35	8	35	435	213	9	54	25	12	446	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										11	9	27	27	36	439	386	4	26	34	36	434
American Indian or Native Alaskan	1										3						101	3	46	41	11	442
Asian or Pacific Islander	0										9	22	44	33	0	448	262	14	51	23	12	447
Hispanic	0										12	8	58	17	17	447	162	4	41	34	21	440
Caucasian/White	22	0	0	6	27	8	36	8	36	434	178	9	55	25	11	446	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	0	0	2	33	4	67	424	30	3	23	30	43	432	2372	3	31	36	30	436
No	17	0	0	7	41	6	35	4	24	439	183	10	59	24	7	448	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										8	0	38	50	13	439	381	4	33	28	35	435
No	23	0	0	7	30	8	35	8	35	435	205	10	55	24	12	446	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	13	0	0	3	23	5	38	5	38	432	67	3	42	33	22	439	5472	5	41	35	19	440
No	10	0	0	4	40	3	30	3	30	439	146	12	60	21	7	449	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	23	0	0	7	30	8	35	8	35	435	213	9	54	25	12	446	13992	9	51	28	12	445
<b>Gender</b>																						
Female	15	0	0	5	33	4	27	6	40	435	119	9	50	28	13	445	6933	9	50	29	12	445
Male	8	0	0	2	25	4	50	2	25	435	94	10	60	21	10	447	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										3						1890	2	34	41	23	438
No	23	0	0	7	30	8	35	8	35	435	210	10	55	24	11	446	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	23	0	0	7	30	8	35	8	35	435	213	9	54	25	12	446	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: Brunswick School Department  
School: Hawthorne School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	2	100	0	0	0	0	454	3	17	67	0	17	449	5	6	34	33	27	438
B. less than one hour	73	0	0	4	25	6	38	6	38	432	75	12	53	23	12	446	74	10	52	28	10	446
C. one to two hours	18	0	0	1	25	2	50	1	25	439	21	0	60	33	7	445	18	10	52	28	10	446
D. more than two hours	0										1	0	0	50	50	429	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	24	0	0	2	40	2	40	1	20	442	35	16	59	15	10	450	38	13	56	23	8	448
B. They match some of what I have learned.	48	0	0	4	40	4	40	2	20	439	50	6	55	31	8	446	48	8	52	29	10	445
C. They match just a little of what I have learned.	19	0	0	0	0	1	25	3	75	421	12	8	42	27	23	439	10	4	35	39	22	439
D. There is no match.	10	0	0	1	50	1	50	0	0	438	3	0	50	33	17	440	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	24	0	0	2	40	2	40	1	20	438	38	16	56	19	9	449	35	16	55	20	8	449
B. good	57	0	0	4	33	3	25	5	42	435	49	7	54	28	12	445	48	7	52	31	11	445
C. fair	19	0	0	1	25	3	75	0	0	437	11	0	58	29	13	441	14	3	41	38	18	440
D. poor	0										1	0	0	67	33	431	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	24	0	0	2	40	2	40	1	20	432	16	0	52	24	24	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	48	0	0	2	20	3	30	5	50	435	57	11	51	27	11	447	64	10	54	28	9	446
C. easier than my regular schoolwork	29	0	0	3	50	3	50	0	0	440	27	13	66	20	2	450	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	33	0	0	3	43	4	57	0	0	439	25	6	37	38	19	440	23	8	47	29	16	443
B. two or three days a week	14	0	0	0	0	1	33	2	67	423	26	15	59	20	6	450	36	11	54	27	9	447
C. two or three times each month	19	0	0	0	0	2	50	2	50	431	29	13	60	17	10	449	25	10	53	27	10	446
D. never or almost never	33	0	0	4	57	1	14	2	29	441	21	2	61	27	9	446	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										2	0	20	20	60	435	5	3	30	33	33	436
B. two or three days a week	10	0	0	0	0	1	50	1	50	429	10	25	55	10	10	452	19	8	50	30	12	445
C. two or three times each month	10	0	0	0	0	0	0	2	100	415	25	6	63	23	8	447	38	11	55	26	8	447
D. never or almost never	81	0	0	7	41	7	41	3	18	439	63	8	53	29	11	445	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	0	0	1	100	0	0	430	11	5	32	41	23	441	8	3	33	38	25	438
B. 30–45 minutes	33	0	0	2	29	2	29	3	43	433	34	7	54	26	13	444	27	6	48	33	13	443
C. 45–60 minutes	38	0	0	4	50	2	25	2	25	441	46	13	61	19	7	449	38	11	54	26	9	447
D. more than 60 minutes	24	0	0	1	20	3	60	1	20	434	9	6	44	39	11	443	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										25	0	0	100	0	440						
B.	0										25	0	0	0	100	428						
C.	0										25	0	100	0	0	444						
D.	0										25	0	100	0	0	450						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Brunswick School Department  
School: Hawthorne School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	13	5	751	5
	2006-2007	2	11	24	9	963	7
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>882</b>	<b>6</b>
	Cum. Total*	2	3	46	6	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	5	18	120	50	7251	52
	2006-2007	11	61	134	52	6824	49
	<b>2007-2008</b>	<b>6</b>	<b>26</b>	<b>114</b>	<b>54</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	22	32	368	52	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	15	54	80	33	4514	32
	2006-2007	1	6	70	27	4382	32
	<b>2007-2008</b>	<b>11</b>	<b>48</b>	<b>65</b>	<b>31</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	27	39	215	30	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	8	29	28	12	1458	10
	2006-2007	4	22	32	12	1735	12
	<b>2007-2008</b>	<b>6</b>	<b>26</b>	<b>25</b>	<b>12</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	18	26	85	12	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	6.4	53.3	8.0	66.7	8.0	66.7
Cluster 2: Physical Sciences	12	25	5.7	47.5	7.0	58.3	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	6.2	51.7	7.4	61.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	6.8	56.7	7.7	64.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.



# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Brunswick School Department  
 School: Hawthorne School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	23	0	0	6	26	11	48	6	26	436	213	4	54	31	12	443	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										11	0	45	27	27	439	385	2	27	35	36	434
American Indian or Native Alaskan	1										3					101	3	44	44	10	441	
Asian or Pacific Islander	0										9	11	44	33	11	446	262	5	52	28	14	443
Hispanic	0										12	0	50	25	25	438	162	2	38	39	21	439
Caucasian/White	22	0	0	5	23	11	50	6	27	435	178	4	54	31	10	444	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	0	0	3	50	3	50	426	30	7	27	27	40	434	2370	2	32	41	25	437
No	17	0	0	6	35	8	47	3	18	440	183	4	58	31	7	445	11621	7	55	30	8	445
Current LEP																						
Yes	0										8	0	25	38	38	434	379	1	25	35	39	433
No	23	0	0	6	26	11	48	6	26	436	205	4	55	30	11	444	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	13	0	0	2	15	7	54	4	31	433	67	0	31	49	19	437	5470	3	41	39	18	440
No	10	0	0	4	40	4	40	2	20	440	146	6	64	22	8	446	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	23	0	0	6	26	11	48	6	26	436	213	4	54	31	12	443	13986	6	51	32	11	444
Gender																						
Female	15	0	0	6	40	5	33	4	27	437	119	4	50	34	12	443	6929	6	49	33	12	443
Male	8	0	0	0	0	6	75	2	25	434	94	4	57	27	12	444	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										3						1888	1	32	44	23	437
No	23	0	0	6	26	11	48	6	26	436	210	4	54	30	11	444	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	23	0	0	6	26	11	48	6	26	436	213	4	54	31	12	443	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: Brunswick School Department  
School: Hawthorne School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	2	100	0	0	0	0	452	3	0	50	33	17	442	5	4	37	36	22	439
B. less than one hour	73	0	0	3	19	9	56	4	25	435	75	5	52	32	11	444	74	6	53	31	10	444
C. one to two hours	18	0	0	1	25	2	50	1	25	439	21	2	64	27	7	445	18	7	52	32	8	445
D. more than two hours	0										1	0	0	0	100	426	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	10	0	0	1	50	1	50	0	0	446	16	9	56	24	12	445	24	9	53	28	10	446
B. They match some of what I have learned.	38	0	0	3	38	3	38	2	25	438	44	4	56	31	9	445	49	6	54	31	9	445
C. They match just a little of what I have learned.	33	0	0	1	14	4	57	2	29	436	30	3	51	37	10	443	21	4	47	36	13	442
D. There is no match.	19	0	0	1	25	2	50	1	25	436	9	0	53	16	32	440	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	14	0	0	0	0	2	67	1	33	429	20	7	57	24	12	444	25	9	53	27	10	446
B. good	43	0	0	3	33	5	56	1	11	442	53	4	58	29	8	445	54	6	55	30	9	445
C. fair	38	0	0	3	38	3	38	2	25	438	25	2	48	38	12	442	19	3	43	40	15	441
D. poor	5	0	0	0	0	0	0	1	100	428	2	0	0	0	100	427	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	35	0	0	1	14	3	43	3	43	434	25	4	57	24	16	443	22	5	45	35	15	442
B. about the same as my regular schoolwork	45	0	0	3	33	4	44	2	22	440	61	5	52	35	8	444	62	7	53	31	9	445
C. easier than my regular schoolwork	20	0	0	1	25	3	75	0	0	438	14	3	66	17	14	445	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	10	0	0	0	0	1	50	1	50	431	15	6	38	41	16	441	24	7	48	33	12	444
B. a few times a week	55	0	0	3	27	6	55	2	18	439	49	5	58	28	9	445	53	7	54	31	9	445
C. once a week	10	0	0	1	50	0	0	1	50	435	8	0	65	18	18	442	9	6	46	33	15	442
D. a few times a month	25	0	0	1	20	3	60	1	20	436	27	4	53	32	12	444	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	5	0	0	0	0	0	0	1	100	428	22	0	51	29	20	440	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	65	0	0	4	31	8	62	1	8	441	28	0	46	44	10	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	15	0	0	0	0	1	33	2	67	427	21	9	57	25	9	446	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	15	0	0	1	33	1	33	1	33	433	29	8	62	22	8	447	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										25	0	100	0	0	454						
B.	0										25	0	0	0	100	420						
C.	0										25	0	0	100	0	434						
D.	0										25	0	100	0	0	446						